

## ELA.11.CR.1.06.112

Sample Item ID:	<b>ELA.11.CR.1.06.112</b>
Grade/Model:	11/1b
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	<b>6: TEXT STRUCTURES/FEATURES:</b> Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation
Standard(s):	RL-5, RL-7
DOK:	3
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Passage(s):	"Mending Wall" by Robert Frost
Stimuli/Text Complexity:	The quantitative readings demonstrate the limitations of these formulas for poetry; the numbers are far too low. Given the complexity of the structure, the sophistication of the theme, and the nonliteral use of language, this passage is recommended for use at grade 10 or 11. <b>Based on these sets of measures, this passage is recommended for assessment at grade 9-11.</b> Please see the text complexity worksheet attached.
Acknowledgement(s):	<a href="http://www.gutenberg.org/files/3026/3026-h/3026-h.htm#2H_4_0002">http://www.gutenberg.org/files/3026/3026-h/3026-h.htm#2H_4_0002</a>
Notes:	
How this task addresses the sufficient evidence for this claim:	To complete this task students must explain how a particular text structure impacts the meaning of a poem.
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

*Stimulus Text:*

Read the following passage then answer the question.

**Mending Wall**  
*by Robert Frost*

Something there is that doesn't love a wall,  
That sends the frozen-ground-swell under it,  
And spills the upper boulders in the sun;  
And makes gaps even two can pass abreast.

The work of hunters is another thing:  
I have come after them and made repair  
Where they have left not one stone on a stone,  
But they would have the rabbit out of hiding,  
To please the yelping dogs. The gaps I mean,  
No one has seen them made or heard them made,  
But at spring mending-time we find them there.  
I let my neighbour know beyond the hill;  
And on a day we meet to walk the line  
And set the wall between us once again.  
We keep the wall between us as we go.  
To each the boulders that have fallen to each.  
And some are loaves and some so nearly balls  
We have to use a spell to make them balance:  
"Stay where you are until our backs are turned!"  
We wear our fingers rough with handling them.  
Oh, just another kind of out-door game,  
One on a side. It comes to little more:  
There where it is we do not need the wall:  
He is all pine and I am apple orchard.  
My apple trees will never get across  
And eat the cones under his pines, I tell him.  
He only says, "Good fences make good neighbours."  
Spring is the mischief in me, and I wonder  
If I could put a notion in his head:  
"Why do they make good neighbours? Isn't it  
Where there are cows?"  
But here there are no cows.  
Before I built a wall I'd ask to know  
What I was walling in or walling out,  
And to whom I was like to give offence.  
Something there is that doesn't love a wall,  
That wants it down. I could say "Elves" to him,  
But it's not elves exactly, and I'd rather  
He said it for himself. I see him there  
Bringing a stone grasped firmly by the top  
In each hand, like an old-stone savage armed.

He moves in darkness as it seems to me,  
Not of woods only and the shade of trees.  
He will not go behind his father's saying,  
And he likes having thought of it so well  
He says again, "Good fences make good neighbours."

*Item Prompt:*

Explain what effect the repetition of the phrases "something there is that doesn't love a wall" and "good fences make good neighbours" has on the meaning of the poem. Support your answer using details from the poem.

Reading 3-Point CR Rubric	
<b>3</b>	A response: <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to analyze text structure</li> <li>• Includes specific explanations that make clear reference to the text</li> <li>• Fully supports the explanations with clearly relevant details from the text</li> </ul>
<b>2</b>	A response: <ul style="list-style-type: none"> <li>• Gives some evidence of the ability to analyze text structure</li> <li>• Includes some specific explanations that make reference to the text</li> <li>• Adequately supports the explanations with relevant details from the text</li> </ul>
<b>1</b>	A response: <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to analyze text structure</li> <li>• Includes explanations but they are not explicit or make only vague references to the text</li> <li>• Supports the explanations with at least one detail but the relevance of that detail to the text must be inferred</li> </ul>
<b>0</b>	A response gets no credit if it provides no evidence of the ability to analyze text structure and includes no relevant information from the text.

*Scoring Notes:*

Response may include but is not limited to:  
The two statements reinforce the two contrasting views presented in the poem.

"Something there is that doesn't love a wall" shows that the speaker believes that walls create artificial barriers between people.

"Good fences make good neighbours" shows the neighbor's belief that divisions are

beneficial, that he isn't particularly friendly, and that he isn't very open minded.

**Score Point 3 Sample:**

These two statements reinforce the two main ideas in the poem. The repetition of "something there is that doesn't love a wall" emphasizes the speaker's idea that walls create unnecessary divisions between people. The repetition of "good fences make good neighbours" reinforces the neighbor's opposite attitude—the idea that good neighbors keep their distance from each other. The repetition of "good fences make good neighbours" emphasizes the stubbornness of the neighbor and his inability to see past his narrow view.

**Score Point 2 Sample:**

The statements reinforce the main theme of the poem, that walls separate people and make them unfriendly to one another, because they are repeated throughout the poem. This shows how much the poet believed that it is a good idea not to shut out people with walls. The other statement shows that the neighbor doesn't like people.

**Score Point 1 Sample:**

The poet repeats the phrase "Good fences make good neighbours" to show that he believes people get along better if they don't get too close to one another. The speaker disagrees with this believe and thinks there shouldn't be a wall between neighbors.

**Score Point 0 Sample:**

The poet repeats these phrases because they sound good in the poem.

**Worksheet: Text Complexity Analysis**

Title	Author	Text Description
Mending Wall	Robert Frost	Poem about mending walls with a neighbor

**Recommended Placement for Assessment: Grade 9-11**

The quantitative readings demonstrate the limitations of these formulas for poetry; the numbers are far too low. Given the complexity of the structure, the sophistication of the theme, and the nonliteral use of language, this passage is recommended for use at grade 10 or 11. **Based on these sets of measures, this passage is recommended for assessment at grade 9-11.**

**Qualitative Measures****Meaning/Purpose:**

Very complex: There are several layers of text; the theme is subtle and requires a close reading.

**Text Structure:**

Very complex: The poem shifts between the literal and the figurative, the actions and the musings.

**Language Features:**

Very complex: The language is somewhat dated and there are many figurative/abstract elements..

**Knowledge Demands:**

Very complex: The theme is somewhat complex and never explicit.

**Quantitative Measures****Common Core State Standards Appendix A Complexity Band Level (if applicable):****Lexile or Other Quantitative Measure of the Text:**

Lexile: 830L; grades 4-5

Flesch-Kincaid: 1.0

Word Count: 387

**Considerations for Passage Selection**

Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.

**Potential Challenges a Text May Pose:**

- Accessibility
- Sentence and text structures
- Archaic language, slang, idioms, or other language challenges
- Background knowledge
- Bias and sensitivity issues
- Word count

Adapted from the 2012 ELA SCASS work